

Creating a Stronger Unit Through Effective Force Management



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About this Product

This pamphlet was commissioned by the First Sergeants Council of the 190 Air Refueling Wing. It is in direct response to a need to better understand Effective Force Management principles and their use.

It is designed in three sections. The first section came from slides on the ANG webpage for an Intermediate Managers Course. They are used by permission from LtCol John White, Commander, 119CACS, McGhee Tyson ANGB, TN. It covers the regulations and how to use them. The second section tells how to apply Effective Force Management to the career of an individual and includes a scenario to better understand how it works. The third section uses these principles for managing the group of employees and shows the pitfalls that we can avoid.

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Introduction

Leaders of today's Air Force strive to constantly improve and streamline our processes and increase our productivity. This is important to help us meet our ever-increasing mission demands and yet conserve our ever-decreasing funds. The decisions we make today may determine our existence in the future. One of the important aspects of keeping our force strong is the effective use of personnel. The right leaders at the right time can bring us victory as quickly as the wrong ones can lead us to defeat. Effective Force Management will help keep our force strong by keeping the right leaders in place now and building strong leaders for our future.

The principles of Effective Force Management will help us make good sound decisions to increase the scope of authority and responsibility of those who have proven themselves. Then we can focus on the training and mentorship of the next group to maximize their ability to lead when their time is at hand. We will discuss how this is manifested in a Life Cycle Approach that corresponds to stages of an individual airman's career. We will learn how to ask the right questions in measuring an airman's success, ability to grow, and effectiveness in their mission. Then, we will look at "the BIG picture" how the results of our decisions affect the flow of our unit's progression, how bottlenecks and lack of qualified leaders affect morale, retention and our mission.

This product is designed to help you, as the commander, manager, superintendent, or supervisor, to gain understanding of Effective Force Management principles that will help you build and maintain a stronger unit.

Part 1 / Nuts & Bolts: Understanding How Force Management Works

*Leadership should be born
out of the understanding of
the needs of those who
would be affected by it.*

Marian Anderson

Life cycle approach

Accession

Development

Utilization

Maintenance and enhancement (Sustaining)

Separations and Retirements (Replacement)

External Factors

Outcome is retention

Accession

End strength drives workdays and dollars

ANG met end strength last year (barely)

Total strength vs. effective (critical) manning

Diversity is important when setting recruiting goals

Recruiters recruit against your vacancies shown on UMD
and against projected vacancies even if position on UMD is
occupied - use vacancy forecast worksheet

Best source of leads for recruiters is unit member referrals

Ask for unit member involvement; particularly in
terms of diversity suggest sources of applicants not
otherwise known to recruiters

Allow unit personnel UTA and AT time to assist recruiters

Message DTG 011427Z Dec 00 FY01 Recruiting

Initiatives

Development

Encourage personal and professional development

On duty and off duty educational/leadership opportunities

PME big factor in promotions/leadership development

Mentoring - potential to pay huge dividends

Ancillary training will compete with technical training

Be as flexible as possible when members of your unit are
involved in off duty education/training courses

Stress PME, “walk the walk”, basis for making other
personnel decisions

School cancellations are hurting the ANG

Support Unit Training Manager - make sure they are visible
throughout unit

Explore alternate ways to receive ancillary training

Retention - Programs - AFI 36-2607

ANG Mentoring Program - ANGI 36-3401

Personal development essential to developing and
sustaining our force - leadership involvement down to
youngest airman

Career Motivation Program (CMP)

Annual supervisor interviews

Commander initial and reenlistment interviews

Newcomers Orientation/Sponsorship Program

Retention begins the day a person enlists

Enlisted Incentive Programs

Enlistment cash bonuses

Reenlistment cash bonuses

Student loan repayment program (SLRP)

Montgomery GI bill and GI bill kicker

Officer Incentive Programs

- Health professionals student loan repayment program
- Healthcare professional cash bonus
- Ready reserve healthcare professions stipend programs

Retention - issues

- Make your UCA a very visible part of your unit leadership
- Ensure CMP products are completed in timely manner
- Answer questions and concerns indicated by member on interview form
- Get personally involved when you find out a member wants to separate
- Ensure your unit has a highly effective training program
 - Rotate deployments so same personnel don't always deploy

Utilization

Assignments Within the Air National Guard - ANG 36-2101- provides assignment guidance in the following areas:

- Full-time personnel
- Family members
- Members with physical limitations (non-mob pos)
- Personnel in retraining status
- Members in excess or overgrade status
- Professional, medical and rated personnel

- Members receiving incentive payments
- Personnel being assigned to E-8/E-9 positions
- Members transferred to another unit/state/component
- Service commitments

Maintenance and enhancement (Sustaining)

- Recognition programs
- Reenlistments/extensions
- Personal affairs
- Promotions
- Evaluation system - OPR/EPR
- Weight Management Program
- Casualty notification and assistance
- Administrative/adverse actions

Recognition Programs

- Air Force Awards & Decorations Program – AFI 36-2803 establishes eligibility requirements and awards authorities for decorations and achievement, service and unit awards
- Special Trophies and Awards - AFI 36-2805 describes USAF special trophies and awards programs and sets forth criteria for awards by private organizations that seek Air Force participation
- Numerous other AFI 36-28XX series publications for specific functional area awards programs
- Airman of Year Program

State awards and decorations available, governed by state regulations
Unit level awards - Airman/NCO of the quarter, etc.
Full-time awards - SSP (cash), QSI (increase in GS rating), time-off awards for technicians and AGRs

Personal Affairs

DD Form 93, Record of Emergency Data - AFI 36-3002
SGLV Form 8286, Servicemen's Group Life Insurance Election and Certificate - AFI 36-3008
AF Form 357, Family Care Certification - AFI 36-2908
DD Form 2 RES, Armed Force of the United States - Geneva Convention Identification Card - AFI 36-3026
Change in address/marital status/dependents

DD Form 93, Record of Emergency Data - AFI 36-3002 used to notify next of kin in casualty notification process
 Change in address/marital status/dependents
SGLV Form 8286, Servicemen's Group Life Insurance Election and Certificate - AFI 36-3008
 Used to choose amount and beneficiary of life insurance
 Should list names of beneficiaries, not "by law"
 Family insurance is also available
Family Care Plans - AFI 36-2908
 1st Sgt program
 Single parents, military married to military

Documents needed include AF Form 357, will, powers of attorney
Must be reviewed annually
MPF should monitor program by conducting staff assistance visits

Identification Cards - AFI 36-3026

Everyone should have green ID card - mandatory Sep 2003 or the new Common Access Card
Everyone should enroll in DEERS
Enlisted ID card must be renewed upon promotion or reenlistment
Officers expiration date shows "indefinite", except AGRs
Reserve card good when deploying for less than 30 days
May get active duty card when deploying for more than 30 days
Should get dependents ID card and enroll them in DEERS

ANGI 40-502 - Weight and Body Fat Management Program (WBFMP) requirements

Commanders must ensure all personnel weighed annually
No longer a requirement for random weight checks
Event-related weight checks required for:
 Promotion
 Reenlistment/extension
 Formal schools/PME
 TDY of 29 days or more

Administrative/adverse actions

- AFI 36-3209 - Separation and Retirement
- Procedures for Air National Guard and Air Force Reserve Members
- ANGI 36-2503 Administrative Demotion of Airmen
- Commander's Legal Deskbook
- State Code of Military Justice

You as a commander have a significant amount of discretion when it comes to administering administrative or adverse action

Enlisted Promotions - ANGI 36-2502

- Authority to promote rests with Adjutant General - can be delegated
- Commanders can promote through grade of SSgt
- State Hqs approves all promotions from TSgt through CMSgt
- Immediate commander is recommending official
- Must have retainability
 - AGR E-7 through E-9 - 2 years
 - Traditional guardsmen - E-7-1 year, E-8/E-9-2 years
- Eligibility factors
 - Possession of PAFSC at appropriate skill level
 - Completion of necessary PME
 - Completion of applicable TIG/TIS

AGRs in grade of E-8/E-9 must possess controlled grade allocation in order to be promoted

An airman is not eligible for promotion if:

- Does not meet weight/body fat standard
- Has medical profile of 4 and is not qualified for worldwide duty (can be waived by State Air Surgeon)
- Declines in writing to reenlist or extend
- Is an unsatisfactory participant
- Has requested voluntary separation or retirement action
- Is in excess status (can be promoted through SSgt)
- Is being processed or considered for involuntary separation

Three processes used to promote airmen:

- Unit vacancy program - a vacancy must exist in specific AFSC and airman must be sole occupant of UMD position
- Deserving airman program - airman must be sole occupant of UMD position, airman cannot be senior to supervisor, airmen in retraining status are ineligible for promotion
- Retraining program - airmen can be promoted under previous AFSC if current UMD position allows, must sign statement indicating they will attain necessary skill level which is necessary to support grade promoted to or they will be demoted

Exceptional Performer Program - each state received one E-8 and one E-9 authorization to promote a deserving traditional guardsman

T-Float - program developed for those functional areas that do not have allocated career progression opportunities to CMSgt on the UMD

States can only float 15% of authorized CMSgt grades

States cannot exceed 100% of CMSgt authorizations

Technicians, traditional guardsmen, and AGR members are eligible

Officer Promotions - NGR 36-3 and NGR 36-4

Two processes used to promote officers:

Unit vacancy promotion program - a vacancy must exist in specific AFSC and officer must be sole occupant of UMD position

Mandatory promotion boards - officer has completed maximum time in grade required for promotion to next grade

Officers must meet federal recognition boards - used to ensure a fair and competitive selection process

Officer promotions governed by Reserve Officer Promotion Management Act (ROPMA) - consult with local MPF for more information

Officer Performance Reports (OPR) - AFI 36-2406 purpose of feedback system is to provide meaningful feedback to individuals on what is

expected of them, how well they are meeting those expectations, and advice on how to better meet those expectations

Performance feedback is required for all officers (2nd Lt through Col)

Performance feedback worksheet (AF 724A and 724B) and officer performance report (AF 707A and 707B) are completed on two separate forms

Three raters for each report - rater, additional rater, reviewer (unless he/she is the additional rater)

Use bullet statements in Rater's Comments and Additional Rater's comments sections Change in Reporting Official (CRO) Report required if have at least 120 days supervision

Rater (orderly room) should receive RIP 60 days prior to OPR closeout, rater should forward to MPF within 30 days of closeout date, should be to State Hqs within 60 days, to ARPC within 90 days

Enlisted Performance Reports (EPR) - NGR 39-62

AGRs only (A new appraisal system for traditional guardsmen is being implemented separately)

Required

Annually

If change in rater and period of supervision is at least 180 days

If on closeout date the period of supervision is less than 120 days, a report will not be prepared until the period of supervision is 120 days

When member terminates military duty
Performance feedback is not required between appraisals

Separations and Retirements (Replacement)

Administrative discharge procedures

Separations

Retirements

Selective retention

Separation documents - DD214,

Administrative discharge procedures

Separation and Retirement Procedures for Air National

Guard and Air Force Reserve Members - AFI 36-3209

Must follow the regulation to the letter

Use for any involuntary separation actions
(unsatisfactory participant, misconduct, etc.) - some exceptions, see regulation

All members required to be notified in writing -
letter of notification

Administrative discharge board may be required

Letter of notification

Provides specific reason for
recommendation to discharge

Provides specific service characterization
being recommended

Provides list of options member can choose from:

Waive administrative discharge board

Be represented by legal counsel
Submit statements on own behalf
and/or make personal appearance
Call witnesses to testify

Follow guidelines in AFI 36-3209, Ch. 4
Notification Procedures

Four situations requiring administrative discharge board:

Member is in grade of E-5 or above

Member is an officer

Member has over 6 years service, regardless of rank

Commander is recommending an Under
Other Than Honorable Conditions Discharge

Retirements

Paperwork should be initiated 6 months prior to requested retirement date/ETS/MSD

AF Form 131 for traditional guardsmen

AF Form 1160 for AGRs

Member must have served last 6 years in reserve component

Member authorized U.S. flag upon retirement

Selective Retention - AFI 36-2606

Not punitive in nature - used for force management purposes

All officers and enlisted members who are retirement eligible on or before January 1 in year board convenes

Commanders must brief individuals whether or not they will retain them or refer them for selective retention

NGB 27 required if refer member for selective retention

Separation Documents

DD Form 214 - Certificate of Release or Discharge from Active Duty - provided to traditional guardsmen upon completion of IADT and any subsequent period of active duty over 90 days

NGB Form 22 - Report of Separation and Record of Service

Both forms provide the following information:

- Total active cumulative service and inclusive dates of last active period
- List of awards & decorations received
- List of military schools attended
- Reason for separation

External Factors

Environment/culture - economic, social, political

Family circumstances

Employer issues

Mission changes

Part 2 / The Life of an Airman: Applying Force Management Principles to an Individual

*You must come to grips
with the paradox of
providing employee security
while also encouraging an
environment of risk-taking.
Abraham Lincoln*

The Balancing Act

As we prepare to strengthen our force, we must look at its most basic element, an airman and balance the needs of this person against the needs of the organization. We must remember the airman is a person with hopes, dreams and values that are his or her own and yet determine how that person affects our unit, both now and in the future. We are going to discuss the career path of a person and how to ask the right questions at the right times to make the right decisions that enhance the success of our team, our unit and our mission. We must take what we believe of that individual and place it against the shape of our organization. We must look at the current status of training, leadership, and age. Then we will forecast our expectations into what we believe our future will look like. Our future belongs to and begins with... an individual.

We must look at individuals from the very birth of their military careers and watch as they progress, basing our decisions (of whether we let them advance or hold them back for cause) on their abilities and accomplishments. We must hold them (and ourselves) accountable for their failures and praise them for their successes. Then, we can plan for their future, whatever it may hold. However, we must from beginning to end, ensure we are operating out of integrity, making decisions based on fact and intuition, not emotion or vengeance. We must be just.

All things that are executed justly are tempered with mercy. As we begin to discuss how to apply the principles of Force Management to an individual, it is important that we do so justly. We are after

all talking about the lives and careers of people. Some may be friends, colleagues and even mentors, however, others could as easily have disappointed, discouraged, angered, or hurt you at some point. With an attitude of professional justice, we may now look at our airman in infancy: the potential recruit.

Looking for “The Right Stuff” in a Recruit

Recruiting is the beginning of creating a stronger force. We must constantly, actively search for high caliber people to bring into our service. Remember, if we can always hire people who are better than ourselves we will continually improve our force. However, recruiting is not limited to the process of initial enlistment. The kind of recruiting we need to better our unit is where we actively search for those individuals who excel in what they do wherever we may find them. We should identify strong leadership traits in our young airmen and pull them into positions of more responsibility. Constantly looking, always evaluating, ever vigilant; this is how we should try to build our stronger unit; by recruiting the finest our community has to offer.

As we look to recruit our future leaders, we must begin to ask those questions that will be our guide throughout this process. We must evaluate each individual for integrity, courage, honor, vision, excellence and selflessness. We ask, “Is this someone who impresses me? Can I feel confident to follow this person?” Once we have answered these basic questions, if our subject passes the test, we should pursue with diligence to add this person to our team.

Training, Training, Training

Once we recruit our airmen, we must train them. Training is the second step to Effective Force Management. Training involves three major areas of education: technical, professional and personal. Balanced leaders should pursue knowledge in all three areas. Knowledge, after all, is power. Our leaders need this power, not to hoard or build themselves up, but to share and help others succeed. This sharing of knowledge and wisdom strengthens and encourages those who serve. But, we must learn, before we can teach, and airmen begin to learn in BMT.

Basic Military Training (BMT) is the start of training. It is often the very first taste of military life for a recruit. It is where we convey the *basics* of being an Air Force member. The recruits should learn to follow lawful orders without argument, perform tasks that, only weeks before were unattainable and co-exist with other recruits from all parts of our diverse culture. In this phase of training, we test their integrity, courage, honor, vision, excellence and selflessness. In essence, we break them down so we can build them up. We turn civilians into recruits and recruits into airmen.

So, we have airmen that have learned the basics of Air Force life. Now, we must train them to be productive members of our service. This takes place in three areas of education: technical, professional, and personal.

Technical training is the first step and is set up to mimic the type of apprenticeship program one might find in a trade union. In most career fields there are three steps of technical training, apprentice,

journeyman and craftsman. In most fields, superintendent is granted after a craftsman reaches the rank of Senior Master Sergeant, although there may be training required for it also. Each level trains the airman to gain more understanding and accept more responsibility.

The first level of technical understanding is the apprentice. Apprenticeship is primarily taught at Air Force Technical Schools although a person with the equivalent civilian training might receive a waiver. An apprentice is trained to know terms, basic tools, and overall functions of a job. At this level, direct supervision is required during work to ensure the job is performed safely and correctly while the airman trains to be a Journeyman.

Journeyman is the next rung the ladder of technical knowledge. At this level, the airman should be able to perform work unassisted and unsupervised. A journeyman is the backbone of the workforce, fully capable and ready to perform work. A journeyman airman is ready to learn more about being a military member. It is at this level, that Professional Education (most often thought of as Professional Military Education or PME) begins. Once a journeyman has attended Airman Leadership School and is promoted to Staff Sergeant, it is time to train to be a craftsman.

The craftsman is the front line supervisor and should be a storehouse of technical knowledge across the spectrum of a career field. This training generally comes from CDCs, often combined with a 7-Level Tech School. This is the last level of formal technical training in a career path. In most fields, the only training required for upgrade beyond craftsman is professional. Once the airman completes Command Noncommissioned Officers Academy

and the Senior Noncommissioned Officers Academy, the craftsman is ready to become a superintendent.

The superintendent is the peak of Air Force training. To reach this level, the airman has completed three levels each of technical and professional training. The superintendent is the shop chief, top dog or head honcho and deals with “the big picture.” Instead of performing technical duties, the superintendent is trained to deal with policies, equipment, personnel and mission.

After our airmen achieve a level of technical knowledge, we can start to concentrate on their professional training. Professional Military Education (PME) is that realm where airmen learn about military leadership. It also comes in stages that are set according to the levels of responsibility our airmen achieve. Airman Leadership School, Command Noncommissioned Officers Academy and Senior Noncommissioned Officers Academy are the three schools that teach our airmen the fundamentals of professional leadership.

All training should be encouraged, as all is beneficial. However, an emphasis should be placed on PME. As we are building our leaders from our pool of recruits, we should look for those who possess qualities inherent to our core values. These values are not taught academically outside Air Force PME. PME also teaches how to interact professionally, communicate and counsel effectively and build a team out of a group of individuals.

Throughout this process of learning to perform a task and lead people, our airmen should be encouraged to pursue personal education. Personal education consists of college, trade classes, or other courses of study that help the airman learn and gain more

personal understanding of our world. Personal Education should be encouraged as it allows leaders to have a firmer grasp on the world we work in.

One form of personal education that can be accomplished without cost to the member and should be highly encouraged is a degree from Community College of the Air Force (CCAF). The CCAF awards college hour credits for Air Force schools and training courses. The balance of necessary credits can be earned at a local community college, through distance learning or by taking College Level Examination Program (CLEP) tests. The CCAF degree can be the starting block to a wonderful personal education.

These three areas of education: technical, professional and personal, are important to the growth of our airmen. After all, without training them, we cannot utilize them. We have no mission without airmen capable of “doing the job”.

Doing the Job

Doing the job for an airman is as diverse an idea as there are positions in our service. Each airman has talents and knowledge that enable him or her to perform the variety of tasks expected. However, it is important that each airman functions according to the level of responsibility he or she has achieved. In this realm, we will discuss integrity, dependability and efficiency in an airman’s work. These are the indicators of whether an airman is reaching or exceeding full potential.

Each airman has an assigned job. The job of airmen is to learn to perform their tasks. NCOs perform tasks and watch over and train

airmen. Senior NCOs supervise and keep the whole thing going. Each level has specific set of responsibilities. Those who wish to promote should perform well in their responsibilities and strive to do the tasks of the next level.

When we can trust airmen to perform well in the absence of leadership, we say they have integrity. Webster defines integrity as “firm adherence to a code of moral or artistic values.” In essence, it is doing the right thing when no one is looking. It is the first valuable trait of a true leader. For, if a man is not a man of his word, he cannot be trusted and therefore is no man at all. Airmen cannot follow those they cannot trust. If leaders have integrity, it follows that they are dependable and can be trusted.

Dependability is the second trait we look for in performance of duty. This goes into the realm of attendance, willingness and reliability. If airmen are not present and willing to perform, they are merely taking up space and useless to the mission. At the same time, airmen that do not complete their work in a timely, and accurate manner cannot be relied upon. In order for the mission to succeed, we must have dependable, reliable, willing participants that are present and ready to perform.

Once an airman’s dependability is established, we should look at efficiency. Efficiency plays into timeliness and the cost of work performed. An airman that performs all work within time constraints is an asset. One, who does so without waste, is efficient. The airman that performs the most work with the least waste is the most efficient and brings greatest value to your unit.

Doing the job and doing it well is what every airman should strive for. We need leaders who are reliable. We must measure our troops

for integrity, dependability and efficiency to determine their reliability. Reliability is honorable and necessary for mission success.

Motivating Past the Doldrums

Even reliable airmen can get discouraged at times. With the exceptions of special promotions, in the Air National Guard, promotions past SSgt require available position openings. Often, a fast-burning airman will find it difficult to get to TSgt. This lag in the process causes frustration and can lead to the loss of good members. We must encourage our people and motivate them “past the doldrums”.

The doldrums are nasty little beasts. They attack and feed on full spirited members and devour their vision. Once vision is lost, so is the war. They come at times when a people are dissatisfied with their position in life and see no change on the horizon. Dissatisfaction grows into discouragement and at maturity despair.

Encouragement is the only way to combat despair. Encouragement is a rather interesting tool. It can be as simple as a smile or nod from a mentor, but can wield great power to overcome the doldrums. There are many outlets to provide encouragement but they can generally be placed in two categories: institutional and personal.

Institutional encouragement is systematic. It is called institutional because it is the same for everyone who reaches a point in their career and often happens without any action on a supervisor’s part. As long as employees meet the minimum requirements, they receive the benefit of institutional encouragement. It comes in the

form of pay raises, attendance ribbons and other automatic pats on the back. Institutional encouragement usually isn't as effective as personal encouragement since people like personal contact. It is however, expected and if it fails, can lead to great frustration.

Personal encouragement is the most important and usually the easiest to provide. It can be that nod or pat on the back at just the right time. It is always between two people. It comes when one person notices another's struggle and chooses to give of himself to help. It is often in the form of recognition for performance. Medals for outstanding duty, coins, citations and letters of appreciation are examples of personal encouragement. Other ways to encourage come from such things as the airman of the quarter program, shop awards and outstanding unit awards. A supervisor can even come up with an in-the-shop contest to give recognition to the best producer. The bottom line is personal encouragement is based on merit and valuing airmen for who they are, not just because they are there. Therefore, it is the way most people feel important and cared for.

Regardless of how we choose to recognize our people, it is important we do so. Recognition and encouragement are vital for the success of any team. Without them, dissatisfaction, discouragement and despair can bring us to our knees. They can cause a stellar performer to give up, close up shop and leave. A little encouragement will overcome the doldrums and keep us fulfilled to the end of careers.

Planning for Graduation

Retirement, the great frontier! To boldly go where we have never gone before! For many, this is what it is like. Not since high school

graduation, have we seen such a change in our work habits. No alarm clocks, no deadlines, no phones, and no stress... If that is the case, why are so many retirees miserable and wanting to return to work?

The answer is poor preparation. Retirement is like graduation. We must help our airmen to be ready for this change in their lives. We must help them to look beyond today and see what their career should look like at its end. Then, they need to look even further and set new goals for life beyond.

When we were seniors, we were looking beyond graduation toward college, employment, the military, marriage or any other goals that we set. We looked at where we were (high school), what our career should look like at its end (graduation), and our goals for our future (life). It was exciting because we were leaving what we knew and facing the challenges of what we knew not.

In this same manner, we should help our airmen to look toward retirement early enough to plan past the graduation date. We should talk with them about reaching the end of their career and what they see beyond it. We should let them know how moving forward is a good thing, helpful to the work environment. We should encourage them that they will be giving space to new leaders with new ideas that will broaden our unit and help shape its future.

At the same time, we need to be respectful of the careers our "seniors" have given. Take time to reflect on their accomplishments. Discuss the changes they have helped implement and the growth they have brought about. We should

instill in our future retirees the feeling of success as they step through the end of their career into retirement.

The Scenario

We've seen the "big picture" of helping airmen through the varied steps of their careers. Now, let's take a closer look at how we use these principles by applying them through an airman's career and then discuss the questions we should ask at each decision point along the way. Please refer to the graph on page 43 as we go through this.

Our young subject shall be Air National Guard Recruit Sandra Diggs. Sandra Diggs shows up at BMT at beautiful Lackland AFB to learn to "Aim High" and on her first day, becomes Airman Basic Diggs. In six weeks, she learns the fundamentals of Air Force Life.

Upon graduation, she is sent across base to become an Inventory Management Specialist Apprentice (3 Level). She graduates her tech school with honors and returns to her home station, Forbes Field.

Upon arrival, Airman Basic Diggs is congratulated by her supervisor, TSgt Hill and commander, Maj Fields for her high marks and is enrolled immediately in her Journeyman Career Development Course (CDC) or 5 Level. After six months from her first day of Basic Training, she is eligible for promotion to Airman.

The paperwork is generated by her supervisor, endorsed by her first sergeant and placed on her commander's desk. Her commander reviews the document and asks some basic questions.

- 1) Is AB Diggs in a promotable position?
- 2) Does AB Diggs have 6 months TIG?
- 3) Is AB Diggs performing her training at a level of an Amn?
- 4) Is AB Diggs a satisfactory participant including attendance and fitness standards?

Since AB Diggs is in a SSgt position (all positions in the ANG are a minimum of SSgt), she received high marks from her 3 level school, is progressing well in her 5 level and is a satisfactory participant, her commander gladly signs off her paperwork and she is promoted to Amn.

AMN Diggs continues to do good work and train well. She chooses to increase her personal education, so she enrolls in the Community College of the Air Force (CCAF) through the base education office and attends classes at a local university. She is a fast burner and completes her 5 Level CDCs in 3 months with a score of 96%. As a result, TSgt Hill puts in her request for promotion to A1C a month before her eligibility date of 6 months time in grade (TIG).

The first sergeant notices the error and brings the document to the Maj Fields with the recommendation that they process the request with the proper promotion date. The commander again asks himself:

- 1) Is Amn Diggs in a promotable position?
- 2) Does Amn Diggs have 6 months TIG?
- 3) Is Amn Diggs performing her training at a level of an A1C?
- 4) Is Amn Diggs a satisfactory participant including attendance and fitness standards?

Amn Diggs is delighted to put on her new stripe on her eligibility date.

A1C Diggs continues to train hard and receives wonderful remarks from her customers. She deploys to a forward location where she is instrumental in the mission success by acquiring lateral support in a timely manner. Upon return, she is awarded the Air Force Achievement Medal for her work while deployed.

At 8 months TIG, A1C Diggs is again eligible for promotion. Newly promoted MSgt Hill reviews her work and finds that she is still a stellar performer. MSgt Hill files the request to get the ball rolling.

The first sergeant again reviews the request, finds no error and agrees with MSgt Hill's statements. He signs off and presents the request to Maj Fields. Maj Fields has a couple new questions to ask:

- 1) Is A1C Diggs in a promotable position?
- 2) Does A1C Diggs have 8 months TIG?
- 3) Is A1C Diggs performing her training at the level of a SrA?
- 4) Is A1C Diggs a satisfactory participant including attendance and fitness standards?
- 5) Has A1C Diggs completed 1 full year of service?
- 6) Has A1C Diggs completed her 3 level training?

Since A1C Diggs has thus far exceeded all expectations, Maj Fields was proud to promote A1C Diggs to SrA.

SrA Diggs completes her on the job training (OJT) and is awarded her 5 Level. As a journeyman, she is able to perform tasks without supervision and is given more responsibility. She is also eligible to attend Airman Leadership School (ALS), which she decides to take by CDC and completes during her third year of service.

Two months into her fourth year, SrA Diggs gets her associates degree from the university. To celebrate, she goes out with some friends from her section on a UTA weekend and fails to show up or call on Sunday.

The first sergeant is very disappointed as he types the letter for LtCol Fields to send to SrA Diggs. The letter is sent. SrA Diggs responds with deep regrets and promises that it will never happen again. LtCol Fields is pleased with her response and she is restored to duty.

When SrA Diggs approaches her 4-year mark, MSgt Hill decides to put in for her promotion to SSgt ahead of time. The first sergeant looks over the request and notes that this time the promotion date falls on the eligibility date. However, things are not all well.

The first sergeant hands the request to LtCol Fields and reminds the commander that SrA Diggs had missed a day 10 months prior and was ineligible to promote for 1 year of her unsatisfactory participation. Lt Col Fields chose to hold on to the request and think about it. Lt Col Fields asked himself:

- 1) Is SrA Diggs in a promotable position?
- 2) Does SrA Diggs have 6 months TIG?
- 3) Is SrA Diggs performing her training at the level of a SSgt?

- 4) Is SrA Diggs a satisfactory participant including attendance and fitness standards?
- 5) Has SrA Diggs completed 4 good years of service?
- 6) Has SrA Diggs completed her 5 level training?
- 7) Has SrA Diggs completed Airman Leadership School?

Then, since SrA Diggs was promoting to the NCO ranks, LtCol Fields also asked:

- 8) Does SrA Diggs have the integrity, courage, honor and vision expected of a SSgt?
- 9) Does SrA Diggs have the communication skills and backbone to lead?

Lt Col Fields decided he did not want to send the wrong message to his junior troops. He chose to give the request back to MSgt Hill with the instruction to resubmit for 6 months after the eligibility date. This would allow them time to evaluate SrA Diggs and ensure she was ready for the added responsibility.

MSgt Hill thought this was a wonderful opportunity to mentor SrA Diggs to be a more effective SSgt when promoted, MSgt Hill discussed the difference between the roles of SrA and SSgt and how SrA Diggs could better herself to fit the expectations that would be placed on her. MSgt Hill also explained to SrA Diggs how integrity, courage, honor and vision should play into her role as a leader throughout the rest of her career.

Six months went quickly, SrA Diggs performed well, MSgt Hill filed a new request, the new first sergeant signed off on it, and LtCol Fields chose to promote her.

SSgt Diggs immediately enrolled in her 7 Level Craftsman CDC. She completed the CDCs in record time and tested out with a 98%. MSgt Hill was so pleased; he put her in for another achievement medal. SSgt Diggs continued her training, finished her OJT and was awarded her 7 Level in her 7th year. This gave her enough CCAF credits for her Associates Degree in Transportation and she also soon received her Bachelors Degree in Education from the University. MSgt Hill put her in for NCO of the Quarter, which she won, based on her drive, integrity, education and community involvement. SSgt Diggs was now waiting for her 18 months TIG to put on TSgt.

Unfortunately, when the time came, there were no vacancies for her and she had to wait for a chance to promote. This time was hard for her. Since she had completed all her training and was doing excellent work, she felt she was being unfairly restrained.

She did not wait long. A year and a half later, an opening arose and her new supervisor, MSgt Green chose to assign her to his former position. MSgt Green chose to promote SSgt Diggs right away and filed the request as soon as she accepted the position.

The first sergeant received the request, found all in order, and presented it to the new commander, Lt Col Vale. Lt Col Vale looked it over and asked himself:

- 1) Is SSgt Diggs in a promotable position?
- 2) Does SSgt Diggs have 18 months TIG?
- 3) Is SSgt Diggs performing her work and training at a level of a TSgt?
- 4) Is SSgt Diggs a satisfactory participant including attendance and fitness standards?

- 5) Has SSgt Diggs completed 5 good years of service?
- 6) Has SSgt Diggs completed her 7 level training?
- 7) Does SSgt Diggs have the integrity, courage, honor and vision expected of a TSgt?
- 8) Is SSgt Diggs ready to take on the added responsibility of a supervisor?

LtCol Vale found nothing but praise for SSgt Diggs and put through the promotion.

TSgt Diggs enrolled in the NCO Academy CDC and completed it in 8 months. She then asked to go to the in-residence school and was quickly selected. She did well in the academy and was awarded Distinguished Graduate. MSgt Green, LtCol Vale and the first sergeant congratulated her as she exited the stage. They all saw the importance of supporting their member in her professional education by attending graduations.

With her academy education under her belt, TSgt Diggs is ready to be a more effective supervisor. She feels the communication skills and counseling techniques she learned will be invaluable as she leads her airmen. She goes home wanting to better her shop and looking forward to her next promotion.

Three years pass, TSgt Diggs is still looking forward to her next stripe. She has been in for 12 years now and is eligible by time in grade and in service for an exceptional airman promotion. She knows that a member can only receive one such promotion in their career and wants to save it for a later time. However, as she waits, things are changing with TSgt Diggs.

She has missed 5 UTAs in the last year and a half, always excused, but still she was not there to lead her airmen. She has also gained some weight, not a lot, but it is noticeable. She has delegated many of her responsibilities and has not held her people accountable to meet them. She also has not taken personal responsibility for her people's failures.

MSgt Green and the first sergeant ask to talk to LtCol Vale about her. They tell LtCol Vale about their concerns in light of her current position and what she still hopes to achieve. They look at the way the organization is headed and forecast what the future will look like and how TSgt Diggs will fit in that future. They discuss what changes need to be made for her to be able to meet her goals.

Then, MSgt Green and the first sergeant sit down and discuss the future with TSgt Diggs. They tell of their concern that she is losing her "edge". They ask her what can be done to remedy the problems and set personal goals for her to achieve to earn back their respect. TSgt Diggs appreciates the effort and care her leaders have taken with her and promises to not let them down.

A year later, MSgt Green moves on and CMSgt Hill selects TSgt Diggs to replace her. As he fills out the promotion request, Chief Hill remembers what a powerful airman she was and is proud to once again supervise her.

Chief Hill hands the paperwork to the first sergeant who asks for a conference. They look at the concerns from a year ago and note TSgt Diggs progress. They discuss whether they think the changes are permanent and where her current attitude and drive could take

her. Chief Hill convinces the first sergeant that TSgt Diggs is ready, so he signs off the request and passes it up to the boss.

Maj Dell, the new commander, asks himself:

- 1) Is TSgt Diggs in a promotable position?
- 2) Does TSgt Diggs have 24 months TIG?
- 3) Is TSgt Diggs performing her work and training at the level of a MSgt?
- 4) Is TSgt Diggs a satisfactory participant including attendance and fitness standards?
- 5) Does TSgt Diggs have 8 years time in service?
- 6) Has TSgt Diggs completed 8 good years of service?
- 7) Has TSgt Diggs completed her 7 level training?
- 8) Does TSgt Diggs have the integrity, courage, honor and vision expected of a MSgt?
- 9) Is TSgt Diggs ready to take on the added responsibility of a Senior NCO?

Maj Dell believes TSgt Diggs is capable of performing the duties of a MSgt, so she signs off and TSgt Diggs is promoted to MSgt at 13 years of service.

MSgt Diggs is a powerhouse of ideas to improve her section. She implements changes and trains her subordinates in new methods. She assigns new trainers and rotates responsibilities so more people can have a chance to advance.

To help in her success, she enrolls in the Senior NCO Academy CDC and completes it in 8 months. This teaches her ways to affect change and lead people. At the same time, she requests to attend the Academy in-residence, realizing how much more she learned

from the NCO Academy than from the CDCs. She also realizes she needs more training to be a better supervisor of her troops.

Upon receiving her request, Maj Dell calls in the first sergeant and Chief Hill. She asks them whether they think MSgt Diggs is a good candidate to send to the academy. She asks about her standing with the unit and goes through some of the same questions as if MSgt Diggs were being promoted. She finds MSgt Diggs to be fully worthy and endorses her request.

MSgt Diggs is selected and attends that fall. Once again, her commander, first sergeant and supervisor are there to support her in her graduation and congratulate her for earning her second Distinguished Graduate Award.

A year later, the new first sergeant and Lt Col Dell are looking at the future of their squadron and realize they need to reduce some bottlenecks in the flow of their leadership. They look for eligible NCOs to move to new positions to gain more opportunities for advancement. They even consider who would be eligible for the Exceptional Promotion Program (EPP). (This is where a MSgt or a SMSgt that is a traditional guardsman can promote to the next grade and hold it for 2 years in their same position, then retire.)

The first Sergeant realizes Chief Hill is due to retire in 18 months. This would allow one of their SMSgts to be double slotted against that loss and a MSgt could be promoted. The commander agrees and they call Chief Hill in for a consult. Chief Hill agrees and the commander selects the SMSgt to promote.

Chief Hill defers the selection of the new SMSgt to SMSgt Meadows. SMSgt Meadows conducts interviews and believes

MSgt Diggs shone high above the other applicants. MSgt Diggs was offered the position and accepted it gratefully.

SMSgt Meadows requested MSgt Diggs promotion right away and once again, the commander asked these questions:

- 1) Is MSgt Diggs in a promotable position?
- 2) Does MSgt Diggs have 24 months TIG?
- 3) Is MSgt Diggs supervising her personnel at a level of a SMSgt, a Superintendent?
- 4) Is MSgt Diggs a satisfactory participant including attendance and fitness standards?
- 5) Does MSgt Diggs have 10 years time in service?
- 6) Has MSgt Diggs completed 11 good years of service?
- 7) Has MSgt Diggs completed her 7 or 9 level training?
- 8) Does MSgt Diggs have the integrity, courage, honor and vision expected of a SMSgt?
- 9) Is MSgt Diggs ready to take on the added responsibility of a Superintendent?

At 16 years, 3 months, MSgt Diggs is promoted to SMSgt.

Six months later, SMSgt Meadows is placed in phase 1 of the Weight and Body Fat Management Program (WBFMP). The next month, SMSgt Meadow failed to lose the 5 pounds or 1 % required.

The new commander, LtCol Brown, decides he does not want to send the message that he is lenient on fitness. He decides it is important to move swiftly to show that he stands behind the program. He also doesn't want the image that his senior NCOs do not have to follow the same rules as everyone else. LtCol Brown

chooses to remove SMSgt Meadows from the Chief slot and replace him with SMSgt Diggs.

SMSgt Diggs hosts the retirement party for her boss and mentor, Chief Hill. She is now the Supply Chief and awaits her promotion to match her responsibility.

When her 24 months TIG is up, LtCol Brown asks:

- 1) Is SMSgt Diggs in a promotable position?
- 2) Does SMSgt Diggs have 24 months TIG?
- 3) Is SMSgt Diggs supervising her personnel at a level of a CMSgt?
- 4) Is SMSgt Diggs a satisfactory participant including attendance and fitness standards?
- 5) Does SMSgt Diggs have 10 years time in service?
- 6) Has SMSgt Diggs completed 14 good years of service?
- 7) Has SMSgt Diggs completed her 9 level training?
- 8) Does SMSgt Diggs have the integrity, courage, honor and vision expected of a CMSgt?
- 9) Is SMSgt Diggs ready to take on the added responsibility of a CMSgt?

At 18 years, 3 months TIS, Recruit Sandra Diggs has transformed into CMSgt Diggs.

Chief Diggs continues to perform well. Unfortunately, one of her first duties after promotion was to advise the commander to selectively non-retain SMSgt Meadows.

Chief Diggs felt SMSgt Meadows was not adding to the organization. SMSgt Meadows continued to fluctuate on the

WBFMP. He also pushed work off onto subordinates, was often late, and did not seem to care what people thought of his work. At the same time, there were two master sergeants that were promotion eligible no advancement opportunity. It seemed to Chief Diggs, this was the best way to go.

LtCol Brown took Chief Diggs suggestion to heart. However, he did not act on it right away. Lt Col Brown tempered his judgment with mercy and chose to watch SMSgt Meadows for a couple months. He did look at the bottleneck of the two master sergeants and suggested the EPP for one of them.

After watching SMSgt Meadows, LtCol Brown agreed with Chief Diggs and chose to non-retain him. He called SMSgt Meadows into his office and explained the reason he was choosing to do so. He listened to SMSgt Meadow's concerns and answered his questions. Chief Diggs spoke to SMSgt Meadows and suggested ways to plan for his future in retirement.

Chief Diggs continued on another 5 years. She noticed once again that her organization was becoming stagnant of growth. She evaluated the people in her section and realized there were well-trained leaders waiting for a chance to prove themselves. She looked at herself and realized she had achieved far more than she had ever hoped. In light of the needs of her unit, Chief Diggs talks to her new commander, Maj Brooks, about retirement.

Maj Brooks agrees it is time and looks at the organizational chart in his office. He asks Chief Diggs to help him see how this change could best play out with the movement of leaders. Maj Brooks sends the Chief to MPF to start the paperwork and prepares for her retirement.

After 24 years of service, Chief Janice Diggs completes her duty and passes into retirement, thankful of the opportunities for advancement, and the technical, professional and personal training she has received.

Start with BMT as AB
 Finish BMT as AB (or A1C)
 Enter 3 Level Training
 Finish 3 Level Training
 Enter 5 Level Training
 Promote to Amn (unless A1C)
 Promote to A1C
 Promote to SrA
 Finish 5 Level Training
 Airman Leadership School
 Promote to SSgt
 Start 7 Level Training
 Finish 7 Level Training
 Promote to TSgt
 NCO Academy
 Promote to MSgt
 SrNCO Academy
 Promote to SMSgt
 Awarded 9 Level
 Promote to CMSgt

AB	BMT
	3 Level Apprentice
Amn	5 Level Journeyman
A1C	
SrA	Airman Leadership School
SSgt	7 Level Craftsman
TSgt	NCO Academy
MSgt	Sr NCO Academy
SMSgt	9 Level Superintendent
CMSgt	

Part 3 / The BIG Picture

*Leadership is getting someone to do
what they don't want to do, to achieve
what they want to achieve.*

Tom Landry

Go with the Flow

A healthy unit is like a river, if it is not moving, it is dying. For example, the Sea of Galilee and the Dead Sea are both fed from the Jordan River. The Sea of Galilee is full of life; the Dead Sea is... well, dead. The difference between the two is the Jordan flows through the Sea of Galilee and stops and stagnates in the Dead Sea.

In the same way, we need to have a constant stream of personnel in our unit. We need fresh airmen to join our force with new ideas and ways of looking at things in order for us to stay alive. If we choose to ignore this need we will grow old and stagnant and die.

Imagine what it would be like if we said we are going to keep our present force structure with our leaders in place and stay that way for the next ten years. By the end of that period, we would have most or all of our senior enlisted force ready for or past retirement. We would have a large group of airmen ready to leave due to frustrations of not being promoted. We would have a force that no longer reflects the needs of the mission because we did not flex and change, as we should have. In all, we would have a force of disgruntled employees, trying to play catch-up without trained leadership.

What we need to remain a vibrant, successful unit is to endorse the mindset that change is not only good, but also necessary. We need to look often at our force structure and recognize the possibilities for advancement of our NCOs into leadership positions. We need to estimate the retirements and losses of our members and think about how these changes can affect our organization. We need to

chart out the different possibilities and think about what the flow of people could look like as we promote to fill vacancies. (Note this is not pre-determining promotions and career paths, but merely looking at possibilities.)

Once we have done this, we can encourage our people to ensure they are ready to meet the challenges they could compete for. We need to promote training and PME. We should openly teach leadership principles and give opportunities for our airmen to prove themselves.

After looking at our future losses and encouraging our people to be ready to meet the challenges, we should monitor the way our unit flows. We should at least quarterly, look at the changes that have taken place and update our scenarios accordingly. This should never be something that is done once, put away and forgotten. That would once again dam our stream and cause stagnation. We should instead look at this as a living document, changing and growing as our unit changes and grows.

Who Gummed Up the Works?

Remember the Dead Sea? It is such that way primarily because there is no flow. In the same way, we will stagnate if we have no flow of personnel. This usually comes two different ways, “fast burners” and “dinosaurs”.

One of the common pitfalls of poor force management are the “fast-burning” members that achieve high rank early in their careers and then stay in their positions until those under them leave. This is a problem of balancing the needs of the unit against the wishes of stellar individuals. We need to ensure a constant flow

of new growth and sometimes that means putting the brakes on for someone who otherwise would be a great leader.

We need to choose to support the needs of the unit. This means we need to recognize when promoting someone would cause a dam in the stream. We should always promote on merit and eligibility. However, we can monitor the future flow and ensure that we have people ready to compete so we do not create this problem.

The other dam in our stream is the “dinosaur”. We have all known senior NCOs that have become part of the furniture. They were here when the runway was poured and plan to retire after they can enlist their grandchildren. They have devoted their lives to the defense of our country and for that should be commended. They are patriots. They are also hurting our growth.

It is not true that people lose their ability to lead merely because of age. It is necessary to have seasoned leaders to instill wisdom to those who take their place. However, there is a time in everyone’s life when they should release their grip on the wheel and pass the helm onto the next in line. It is not because of the leader’s inability to perform, but because of the dynamic of the flow of the force. There is a time to move on merely to allow the growth of those coming after you.

Looking for a Few Good Leaders

What would happen if you were on a plane and suddenly the entire flight crew bailed out, leaving nobody at the controls? The passengers would be frantic. They would be searching for someone with the knowledge of how to fly a plane. There would be chaos. People would be fighting over who should be the new leader. The bottom line is, unless there was another trained pilot on board,

chances would not be good for your survival. In the same way, if we lose several senior leaders at the same time, the unit suffers. We need to have a constant flow of people to keep us from “looking for a few good leaders”. If we have one or two leaders in a squadron leave each year, there is still ample opportunity for others to train and assist those who are left and the unit stays strong. However, if we lose two or three in the same section, we have a problem. Too many losses in one area leaves a lack of leadership. This leads to power struggles, loss of performance and damage to the mission.

We should always be aware of when our people are thinking of retirement, transfer or other changes that would cause their absence from leadership. We should also be training others to take their place. It is good for every leader to be mentoring three others to take their place. It is crucial to ensure the flow of people does not become so swift that we lose our leadership and direction.

Oh What a Feeling

As we monitor the flow of personnel in our unit and choose to make hard decisions, we need to be mindful that we are dealing with people. Our members may have goals and dreams that are not in line with what is best for our unit. They always have thoughts and feelings that can easily be hurt if we are not careful. The best way to overcome the emotional aspect of hard decisions is to get buy-in from the affected individuals.

Affecting change in people is no easy task. Convincing them that they should make life-altering changes takes the wisdom of ages. The only way to get someone to accept that which is painful, and agree to do it, is to gain their understanding of its importance.

As military members, we will stand in grave danger and give our lives for a piece of land or a principle of freedom. We do this because we understand the importance. In contrast, a major complaint of the forces in the Vietnam conflict was their lack of understanding its purpose. It is the same way for those that would be affected by force changes in our unit. They will be hurt, confused and angry if they do not understand the importance of why it is time for them to move on. If we constantly preach force management principles, if we teach them to our NCOs and if we show those affected how they are strengthening our force by moving on, we will have our best chance of success.

Conclusion

The decisions we make today affect the future of our units for years to come. If we hope to maintain a vital and ready military force, we must use Effective Force Management to ensure a constant flow of strong leadership. We must constantly evaluate our unit manning to project future movement and balance our personnel against the changing needs of our environment. We must use the Life Cycle Approach to making decisions about individuals and promote training and professional development. We must keep an eye on “the BIG picture” to ensure we do not get bottlenecks or a lack of qualified leaders to maintain positive morale, retention and mission effectiveness.

We are in the business of training people to defend our freedoms, values and our way of life. We are the champions of air power for this age. Through the use of Effective Force Management, we will have the strength in leadership to maintain those freedoms for generations

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